

# Differentiation: Tiered Lessons

<b>Class Title:</b> Tiered Lessons
<b>Description:</b> Provide different levels of learning tasks within the same unit. Vary complexity of activities to ensure that all students explore ideas at a level that builds upon what they already know. Successfully blend your assessments and instruction. You will walk away with a new instructional approach to a lesson or unit of your choice that will better meet the learning needs of your students.
<b>Learning Targets:</b> <ul style="list-style-type: none"> <li>☑ Understand what tiering is and the steps to achieve successful tiering</li> <li>☑ Understand the difference between Ability Groups and Tiered Groups</li> <li>☑ Determine tiering levels for a lesson</li> <li>☑ Determine which processes &amp; products are most applicable to demonstrate learning achievement</li> <li>☑ Vary the task appropriately</li> <li>☑ Determine assessment procedures to document learning of standards</li> <li>☑ Be able to create a tiered lesson and/or unit of study</li> </ul>
<b>WI Educator Standards addressed:</b> 1 through 9
<b>Class vocabulary:</b> Readiness, Continuum of Complexity, Productive Thinking, SCAMPER, Learning Options, GANAG, Bloom's Revised, "Good Activity" vs "Good Differentiated Activity"
<b>Learning Styles accommodated in this class:</b> Visual, Auditory, Tactile/Kinesthetic
<b>Multiple Intelligences accommodated in this class:</b> Visual/Spatial, Verbal/Linguistic, Interpersonal, Intrapersonal, Logical, Kinesthetic
<b>Bibliography:</b> <ul style="list-style-type: none"> <li>☑ Kingore, Bertie. Differentiation: Simplified, Realistic, and Effective. Professional Associates Publishing, 2004.</li> <li>☑ Kingore, Bertie. Reaching All Learners: Making Differentiation Work. Professional Associates Publishing, 2007.</li> <li>☑ Marzano, Robert J., Pickering, Debra J., Pollock, Jane E.. Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement. Association for Supervision and Curriculum Development, 2001.</li> <li>☑ Pollack, Jane E., Ford, Sharon M.. Improving Student Learning One Principal at a Time. Association for Supervision and Curriculum Development, 2009.</li> <li>☑ Tomlinson, Carol Ann. How to Differentiate Instruction in Mixed-Ability Classrooms, 2nd edition. Association for Supervision and Curriculum Development, 2001.</li> </ul>
<b>Websites:</b> <ul style="list-style-type: none"> <li>☑ <a href="http://coe.sdsu.edu/eet/Articles/bloomrev/index.htm">http://coe.sdsu.edu/eet/Articles/bloomrev/index.htm</a></li> <li>☑ <a href="http://www.doe.in.gov/exceptional/gt/tiered_curriculum/welcome.html">http://www.doe.in.gov/exceptional/gt/tiered_curriculum/welcome.html</a></li> <li>☑ <a href="http://www.saskschools.ca/curr_content/bestpractice/tiered/index.html">http://www.saskschools.ca/curr_content/bestpractice/tiered/index.html</a></li> <li>☑ <a href="http://www.internet4classrooms.com/di.htm">http://www.internet4classrooms.com/di.htm</a></li> <li>☑ <a href="http://www.montgomeryschoolsmd.org/curriculum/enriched/giftedprograms/docs/anchoractivitydef%20.pdf">http://www.montgomeryschoolsmd.org/curriculum/enriched/giftedprograms/docs/anchoractivitydef%20.pdf</a></li> <li>☑ <a href="http://www.floridahotteachers.org/strategies.htm#TieredActivities">http://www.floridahotteachers.org/strategies.htm#TieredActivities</a></li> </ul>
<b>Differentiation:</b> Products will be open-ended and varied to learner needs and interests.

